



National Child Care Information Center

A service of the Child Care Bureau

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TRANSITION from PRESCHOOL to KINDERGARTEN

The following resources provide information for children, families, and educators on the transition from preschool to kindergarten.

Publications

■ “Transitioning to School: Policy, Practice, & Reality” (Summer 2004), in *The Evaluation Exchange* Vol. X, No. 2, by Robert Pianta, published by the Harvard Family Research Project, discusses helping young children make a better transition from preschool to kindergarten and into the early years of grade school. It challenges assumptions about assessing school readiness, variation in the nature and quality of early education classrooms, and transition practices and policies. This resource is available on the Web at <http://www.gse.harvard.edu/hfrp/eval/issue26/pp.html>.

■ *Planning for Terrific Transitions: A Guide for Transition-to-School Teams* (2004), developed by Southeastern Regional Vision for Educators (SERVE), provides information of an eight hour training program designed to help learners improve their transition processes through more effective planning, implementation, and evaluation. The training package includes the trainer’s guide, a participant’s guide, a CD-Rom with all the transparencies needed, and a copy of all the handouts necessary for the training. For information about obtaining a complimentary copy of the training materials, contact SERVE at 850-671-6052 or e-mail terrific@serve.org.

■ *Successful Kindergarten Transition: Your Guide to Connecting Children, Families, and Schools* (2003), by Robert C. Pianta and Marcia Kraft-Sayre, National Center for Early Development and Learning (NCEDL), published by Brookes Publishing, describes an approach to enhance children’s transition into kindergarten by forming a variety of social and information linkages that support children and families. The approach has been implemented and tested by researchers at the NCEDL in a variety of school districts and States. Additional information is available in *NCEDL Spotlights* (July 2003) No. 38, on the Web at <http://www.fpg.unc.edu/~NCEDL/pdfs/spot38.pdf>.

■ *Transition to Kindergarten: Tips for Child Care Providers* (2003), by Family Works, suggests actions that child care providers can take to facilitate the transition of children and their families from child care to school. This resource is available on the Web at <http://www.thefamilyworks.org/ChildCare/CCTranKG.htm>.

■ “Preschool to Kindergarten: A New Model for the Transition Process” (Summer 2002), in *Of Primary Interest* Vol. 9, No. 3, published by the National Association of Early Childhood Specialists in State Departments of Education, proposes a new model for the process of transition

from preschool to kindergarten. It emphasizes the child-related skills that promote school success as well as the importance of family, school, and community-level factors that support the development of children's competences. The report stresses that school readiness is not a property of a child, but is the product of interactions among key settings in which the child participates. This resource is available on the Web at <http://naecs.crc.uiuc.edu/opi-nl/volume9/opi-v9n3.pdf>.

■ “Transition to Kindergarten” (Winter 2002), *Early Childhood Research and Policy Briefs* Vol. 2, No. 2, by the National Center for Early Development and Learning (NCEDL), identifies the key issues involved in transitioning to kindergarten and how U.S. schools support the process. It notes that transition has to be understood in terms of the settings that contribute to child development (e.g., family, classroom, community) and the connections among these settings (e.g., family-school relationships) at any given time and across time. It also discusses what policy changes are needed, and what needs further study. This resource is available on the Web at <http://www.fpg.unc.edu/~ncedl/PDFs/TranBrief.pdf>. An accompanying fact sheet from NCEDL is also available on the Web at <http://www.fpg.unc.edu/~ncedl/PDFs/TransFac.pdf>.

■ *Continuity in Early Childhood: A Framework for Home, School, and Community Linkages* (2002), 3rd ed., developed by the Regional Educational Laboratories' Early Childhood Collaboration Network, presents a framework that identifies what a home, school, and community partnership can do to help families thrive as they experience change and their young children grow. It explains how connections among the home, school, and community enable families to move from setting to setting with ease and build on their previous experiences. This resource is available on the Web at <http://www.sedl.org/prep/hsclinkages.pdf>.

■ *Getting Parents Ready for Kindergarten: The Role of Early Childhood Education* (2002), by Holly Kreider, published by Harvard Family Research Project, presents preliminary evidence that family involvement in young children's education may contribute not only to a smooth transition to elementary school for children, but also for parents, by helping to prepare them for later involvement in their children's learning. This brief draws from the literature on transition, recent findings from the School Transition Study at the Harvard Family Research Project, and recommended practices from early childhood professionals. This resource is available on the Web at <http://www.gse.harvard.edu/~hfrp/content/projects/fine/resources/research/kreider.pdf>.

■ *The Transition to Kindergarten: A Review of Current Research and Promising Practices to Involve Families* (2002), by Marielle Bohan-Baker and Priscilla M. D. Little, published by Harvard Family Research Project, offers a synthesis of a review of current research on the transition to kindergarten, focusing on promising transition practices and the role that schools might play in their implementation of findings, focusing on the important role that families play in transition to kindergarten. The brief begins with an overview of the concept of transition and its importance to school success. It then examines transition practices that focus on families, considering both practices and key players in implementation; and it includes examples of promising transition practices that involve families. It concludes with the presentation of a framework for the development of school and program transition teams that value family involvement. This resource is available on the Web at <http://www.gse.harvard.edu/~hfrp/content/projects/fine/resources/research/bohan.pdf>.

■ “Starting School: Effective Transitions” (Fall 2001), in *Early Childhood Research and Practice* Vol. 3, No. 2, by Sue Dockett and Bob Perry, focuses on effective transition-to-school programs. Research was conducted by the Starting School Research Project, based at the University of Western Sydney, Australia, and involved a group of researchers and an Advisory Committee representing major early childhood organizations, early childhood employer groups, parent associations, school organizations, and community and union perspectives. Using a framework of 10 guidelines developed through the research, the project provides examples of effective strategies and transition programs. In this context, the nature of some current transition programs is questioned, and the curriculum of transition is reconceptualized. This resource is available on the Web at <http://ecrp.uiuc.edu/v3n2/dockett.html>.

■ *Easing the Transition from Preschool to Kindergarten: A Guide for Early Childhood Teachers and Administrators* (2001), published by the Head Start Information and Publication Center, provides a variety of ideas for preschool and kindergarten teachers and administrators as they work cooperatively to establish linkages and ease the transition between educational settings for young children and their families. This resource is available on the Web at http://www.headstartinfo.org/recruitment/trans_hs.htm.

■ *Delaware Transition Initiative: Transition Resources and Practices in Early Childhood* (March 2000), by Beth Rous, published by the Center for Collaborative Planning, Interdisciplinary Human Development Institute, University of Kentucky, synthesizes the literature on transition in order to provide transition practice information for service providers, administrators, families, and children. The resources cover a wide variety of topics in early childhood transition and examine issues from both a research and practice perspective. Examples of specific sites implementing the best practices for early childhood transition are also provided. It provides a synthesis of information on transition and an annotated bibliography, including both research-oriented resources and practice-oriented resources, with subsections for service providers, administrators, families, and children. This resource is available on the Web at http://www.doe.state.de.us/early_childhood/Transition/Transition%20synthesis.pdf.

■ *Continuity for Success—Transition Planning Guide* (1999), prepared by the National PTA and the National Head Start Association (NHSA), is the result of National PTA and the NHSA’s Continuity for Success partnership project. It is designed to be a tool for developing a partnership that helps children and families make the transition from Head Start or other preschool programs to elementary school. The guide offers “how to” tips for preschool, Head Start, and elementary school faculty and staff and PTA leaders to establish Head Start–elementary school–PTA partnerships. The guide defines structure, roles, responsibilities, training and development, planning, and evaluation based on the Continuity for Success model. The suggestions in this guide include lessons learned from National PTA/NHSA pilot projects in New York, North Carolina, and Texas. This resource is available on the Web at <http://www.pta.org/programs/cfs/cfsbooklet.pdf>.

■ “Designing Culturally Sensitive Transition Plans for Young Children and Their Families” (1999), in *Teaching Exceptional Children* Vol. 31, No. 5, by Deborah A. Bruns and Susan A. Fowler, published by the Council for Exceptional Children (CEC), discusses facilitating

culturally sensitive transition plans for young children transitioning to kindergarten and their families. It addresses transition roles for families and adapting transition roles for culturally diverse families. The resource stresses the need for transition teams to emphasize continuity, communication, collaboration, and family concerns. Additional information is available from CEC at 888-333-7733.

■ “Parents’ Observations about Their Children’s Transitions to Kindergarten,” (May 1999), in *Young Children* Vol. 54, No. 3, by Robert C. Pianta and Marcia Kraft-Sayre, published by National Association for the Education of Young Children (NAEYC), describes the parents’ perspectives on their children’s transition to kindergarten. For additional information please contact NAEYC at 800-424-2460 or on the Web at <http://www.naeyc.org/resources/journal/item-detail.asp?page=1&docID=2269&sesID=1082383841052>.

■ “Strengthening the Preschool-to-Kindergarten Transition: A Community Collaborates” (May 1999), in *Young Children* Vol. 54, No. 3, by Daniel Meier and Alex Schafran, published by National Association for the Education of Young Children (NAEYC), describes a collaboration between Early Childhood Program of the Berkeley United School District and the Berkeley YMCA Head Start. For additional information please contact NAEYC at 800-424-2460 or on the Web at <http://www.naeyc.org/resources/journal/item-detail.asp?page=2&docID=2268&sesID=1082383841052>.

■ *Planning for Transitions: Training Guides for the Head Start Learning Community* (1997), published by Head Start Bureau, Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), is designed to facilitate the successful transition of children and their families into and out of Early Head Start and Head Start programs. It builds on the concept that successful transitions involve the coordination and continuation of developmental and comprehensive services from birth through age 8. It provides some of the skills and tools staff need to work with families and staff from other programs and agencies to facilitate this continuum of quality services. This resource is available on the Web at http://www.headstartinfo.org/pdf/Planning_Transitions/Planning%20for%20Transitions.pdf.

■ *Effective Transition Practices: Facilitating Continuity in the Training Guides for the Head Start Learning Community* series (1996), published by the HSB, ACF, HHS, is designed to train participants to identify elements and requirements of effective transition practices; support children and families preparing for and experiencing transition; and develop transition practices to facilitate continuity between settings. The intended audience includes Head Start staff and families and other members of the local early childhood community, including elementary school, preschool, child care, and health and social services staff. It includes information on transition practices to facilitate continuity between settings. This resource is available on the Web at http://www.headstartinfo.org/pdf/effective_transitions/EffectiveTransition.pdf.

■ The Transition from Preschool to Kindergarten is a Web site of the Early Childhood Educators’ and Family Web Corner maintained by PaTTAN (Pennsylvania Training and Technical Assistance Network). The site has ideas about transition that were shared by preschool

programs and school districts. This information is available on the Web at <http://users.sgi.net/~cokids/transition.html>.

■ *Connecting Head Start Parents to the Public School Setting*, by Willie Epps, National Head Start Association (NHSA), offers worksheets to help parents make the transition from Head Start to kindergarten. For additional information, contact the National Head Start Association at 800-687-5044 or on the Web at http://www.nhsa.org/store/store_transition.htm.

■ *Parents' Guide After Head Start: Success in Public School (Guía de los padres después de Head Start: El éxito en la escuela pública)*, by NHSA, help parents make the transition from Head Start to public schools. Checklists guide parents through the multiple steps of transition, from meeting the new teacher to becoming involved with the parent-teacher association. For additional information, contact NHSA at 800-687-5044 or on the Web at http://www.nhsa.org/store/store_transition.htm.

■ *Going to School: How to Help Your Child Succeed—A Handbook for Parents of Children Ages 3-8* provides advice and strategies to prepare children to start school and to help them succeed in the critical early years. For additional information, contact NHSA at 800-687-5044 or on the Web at http://www.nhsa.org/store/store_transition.htm.

State Example

West Virginia

■ The Early Childhood Transition Committee of the West Virginia Early Childhood Training Connections and Resources is a partnership of State and local agencies and family representatives representing the Birth to Three System, Head Start, Department of Education/Schools, Child Care and other related entities. It supports effective transition policies and practices. Additional information on how this partnership works and other resources are available on the Web at <http://www.wvearlychildhood.org/steer.html>.

The National Child Care Information Center does not endorse any organization, publication, or practice.